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EDUCATIONAL NEWS AND EDITORIAL COMMENT

The department of Educational News and Editorial Comment was begun in the December, 1912, number of the *Review*. Dr. Charles H. Judd, in a signed note announced "this department will be conducted, unless otherwise specifically indicated, by the writer of this note."

The *Review* desires to announce that Dr. Judd will continue to contribute extensively to the department. To his comments there will be added the contributions of the other editors. Moreover suggestions as to suitable news items, sent by anyone interested in current educational problems, will be heartily welcomed. Space will be reserved in addition for appropriate comments and discussions signed by contributors. The *Review* again expresses the hope that through this department there may be stimulated helpful discussions in regard to educational movements of the day. All communications should be addressed to the managing editor, Room 206, Emmons Blaine Hall, University of Chicago.

R. L. LYMAN

REORGANIZATION OF THE DETROIT CENTRAL HIGH SCHOOL

In an effort to provide adequately for the complicated needs of 2,500 pupils, Detroit has this year made radical changes in the organization of the Central High School. The most important innovations are two in number. First, the boys and girls will recite in different classes. This plan seems to be based upon the arguments usually given for segregation. The outcome of segregation in a public high school will be watched with interest by many principals who are restive under the petty but irritating happenings of coeducation.

The second change is even more radical. Instead of an assembly room for each grade as heretofore, the entire school will be divided into "houses," each house containing pupils from all four grades. Twice a year an incoming class of five hundred will be distributed among the various houses. Each house principal will then deal with only sixty to seventy newcomers. Moreover, the first-year pupils will be in touch with schoolmates from all grades. It is hoped in this way that the pupils may get the perspective of the entire course and the spirit of the whole school. The house plan seems to be an experiment in the high

school somewhat similar in aim to the "tutorial groups" now being tried in various colleges.

The Central High School appreciates that these new plans will require patience, care, and decision on the part of the faculty. There is no doubt that Detroit Central, always a leader among metropolitan high schools, will give to these innovations a thorough trial. The plan ought to stimulate individual students, raise industry and scholarship, and increase the number who endure to the end.

THE ADMINISTRATION OF VOCATIONAL SCHOOLS

It is generally admitted that one of the most important questions regarding the vocational education movement now under consideration is whether such education shall be provided by a separately organized system of schools, administered by a different staff of officers acting under authority granted by special legislation, or whether the scope and purpose of the present public educational system shall be so widened as to minister to the educational needs of all citizens by the addition of new departments, and the development of a more complex and highly differentiated organization.

It is within the bounds of truth to say that, while this question has become acute in only a few states, it is of national importance. Indications are not wanting to show that a strongly developed movement is under way throughout the country to secure, wherever possible, the establishment of the separate system. In fact, while we are not able to estimate its strength, there is no doubt that opposition was developed against the Page Vocational Education Bill, in some quarters, because it was felt that it tended too strongly toward the separate school. We say this although we do not concur in this opinion and have always supported the Page measure.

In view of the above facts we are led to comment on the following resolutions prepared by one hundred officers, superintendents, and teachers assembled in the First Institute and Conference for Continuation Schools, Madison, September 22, 1913.

To Whom It May Concern:

WHEREAS, There has been more or less irresponsible utterance within and without the state with reference to the satisfaction and efficiency of the law that provides for continuation schools for the self-supporting wage-earners of the state of Wisconsin, and

WHEREAS, It is desirable once and for all to state what are the facts with reference to this matter, and

WHEREAS, It seems reasonable that a representative body consisting of

school officers, superintendents, and continuation teachers, from all of the cities of Wisconsin maintaining such schools, are wholly familiar with conditions that exist, and

WHEREAS, It is becoming for such a gathering to declare what the conditions are, therefore be it

Resolved by the one hundred fifty officers, superintendents, and teachers assembled in the First Institute and Conference for Continuation Schools, that—

“We find on the whole that the duplex system, or two boards, is advantageous to the administration of both lines of school work—generalized school work and specialized school work.”

Resolutions passed enthusiastically by unanimous standing vote.

C. P. CARY

State Superintendent

M. J. NORRIS, *Secretary*

Presiding Officer

While every true friend of popular education will rejoice at the success of Wisconsin's effort to inaugurate a state-wide system of vocational education, there is danger that this enthusiastic indorsement of the Wisconsin plan by Wisconsin teachers will be urged by some as conclusive proof of the superiority of the separate system referred to above. No greater mistake could be made than to put such construction on these “resolutions.”

In the first place it should be noted that, by the terms of the resolutions, Wisconsin's purpose has been to provide “continuation schools for the self-supporting wage-earners of the state.” Important as this phase of vocational education may be, the establishment of continuation schools is a relatively simple matter compared to the carrying-out of the programs of such states as Massachusetts, New York, New Jersey, Pennsylvania, and Indiana, or even the realization of the plans proposed for Illinois. In these states, in addition to continuation schools, the plans contemplate full-time day schools, complete vocational departments in existing high schools, a liberal utilization of the part-time co-operative scheme involving agreements between employers and the existing schools, some of which plans reach well down into the compulsory school period. In no one of these states is it necessary for the young citizen to become a “self-supporting wage-earner” before he can receive the benefit of state-aided vocational education. We would in nowise minimize the inestimable value of the continuation school, but we must insist that a plan of state administration which proves eminently satisfactory for the establishment of such schools might be ineffectual in promoting some of the other and more complex types of vocational education.

In the second place it should be recalled that what is referred to in the resolutions as the "duplex system" is not necessarily the same as the "separate system" so forcefully advocated in some quarters. As the industrial school board in any Wisconsin city is appointed by the regular school board, and as its members may be, and in many instances actually are, the same men and women as constitute the school board, there is sure to be a unity of interest which may not result from, and certainly is not invited by, the plan of a separate board appointed by the mayor or other high authority.

What is gained by the Wisconsin plan is a separate budget and freedom from the restraints of old, conservative, and inappropriate rules and regulations. Both these highly desirable advantages might, under proper legislation, be secured to a subcommittee of any existing school board in the land. On the other hand, friction and duplication of effort, which are unavoidable under the duplex system, would be eliminated by retaining the single administrative authority. That such friction has been felt in Wisconsin cannot successfully be disputed.

In the third place may we not overestimate the importance of the opinions expressed in these resolutions? It should be remembered that we have here the expression of a group of men the large majority of whom have had no opportunity whatever to observe the working of any other plan than the one under discussion. Their statement is that they find the plan good, and everyone will heartily agree with them. That the plan is *better* than some other, or that it is the *best possible plan*, they have not said nor are they competent to judge since their experience is limited to the "duplex system" which has been in operation two years or less. Under the circumstances one can hardly imagine how the resolutions could have been passed in any other way than "enthusiastically by unanimous vote."

After all, it is a question of relative values in which we are interested. No advocate of the "unified system" has denied that the dual system has advantages, and most are willing to admit that greater *immediate* success for the new movement would probably be achieved if it were possible to eliminate all traditional pedagogical restraints and limitations. But it cannot be said too often or too emphatically that the greatest value of the vocational education movement will be its ultimate effect on the general system of public schools. Even today it is to be noted that in those places where both types of education are administered by the same school board a vitality has been observed in the older schools which is full of promise that the much-needed educational reorganization is near at hand.

F. H. L.

STATE CERTIFICATES FOR PROFESSIONALLY TRAINED COLLEGE GRADUATES

According to Updegraff's *Bulletin* (Bureau of Education, No. 465) issued in 1911, a large number of states then placed a special premium upon professionally trained college graduates by granting them certificates to teach without requiring an examination or previous experience in teaching. Most of these states were in the central or western part of the country. While it is difficult to determine the exact practice in all states from the data provided, it would appear that the following twenty-seven were included in those which granted certificates upon the basis mentioned.

Atlantic Coast States: New York, Pennsylvania, Rhode Island, West Virginia.

South Central: Arkansas, Kentucky, Louisiana, Tennessee, and Texas.

North Central: Iowa, Kansas, Michigan, Minnesota, Nebraska, North Dakota, South Dakota, Wisconsin.

Western: Arizona, California, Colorado, Idaho, Montana, New Mexico, Oregon, Utah, Washington, Wyoming.

These facts indicate that in these states the public authorities consider college training, which has included professional work in departments of education, especially important in employing teachers. In some states many of the boards of education will not employ a teacher unless he has had professional training, and preference is very generally given to candidates with professional training, even where it is not required. The result is that in many of the states practically all of the students in the universities who expect to teach take the required amount of work in the department of education as a matter of course.

The amount of professional work required for certificates varies from about 6 to about 20 semester hours. The most common requirement is 15 semester hours. The subjects to be included in the training vary with different states. The following are mentioned: general and educational psychology, history of education, school organization, administration and management, European school systems, methods, observation, practice teaching.

In contrast with the advanced recognition of professional training which prevails in the states listed above, there are still a number of states in which no recognition is given. In some states, in fact, there is no central scheme of state certification, but county certificates based on examinations set by county authorities are still required. Probably a number of states, however, have taken advanced steps since the publication of Updegraff's report. One example is Illinois, which, in 1911, had a very antiquated scheme of county examinations for teachers without

experience, and state examinations for teachers with experience and with no provision for granting certificates without examination to professionally trained college graduates. The state legislature in 1913, however, took a long step forward by passing a bill which provides for the granting of interchangeable county certificates without examination or previous experience to graduates of normal schools and colleges. In the case of high-school certificates the law reads as follows: "*Provided, however*, that graduates of a recognized normal school, college, or university may offer, within three years after graduation, certified credits in lieu of examination in the above subjects accompanied by faculty recommendations of ability to teach in high school." The law is indefinite in its prescriptions and will doubtless be improved so as to define more specifically the amount and character of the professional work required, as is done in Colorado, Iowa, Minnesota, North Dakota, Oregon, Wisconsin, and some other states. The baneful influence of special local interests, which has so generally retarded the development of education in states bordering on the Ohio River, is shown in the provision in the Illinois law "that nothing in this act relating to county certificates shall be applicable to counties having a population of five hundred thousand or over."

S. C. P.

RESPONSIBILITY FOR PUPILS ON THE RAGGED EDGE

From an interesting investigation reported in the current number of the *School Review*, C. R. Rounds and H. B. Kingsbury find that approximately 20 per cent of high-school pupils fail in English and 25 per cent fail in mathematics. The investigators reach the conclusion that those high schools are making the best showing which are employing some special method or methods of helping backward pupils. They especially affirm that "one factor must constantly be brought into the reckoning and that is the teacher behind the desk."

It is well to have the point thus emphasized that the teacher's responsibility is greatest with those of his pupils who hover around the ragged edge. Moreover, it is to be remembered that the fate of this group of doubtful ones, just above or just below the passing mark, is largely determined by the teacher himself. This can be illustrated easily in the courses in English, history, or language. In these classes the teacher is compelled to rely in a large degree upon general impressions of the pupil's work in estimating what grade he ought to give. Say that a class has been working on *Macbeth*. John Jones is on the ragged edge. If given a mark of 74 he will fail; if given 75 he will pass.

The teacher has been irritated perhaps by John Jones, who is sometimes late with his written work; or maybe the instructor is especially kind-hearted toward the lad because of his clean, gentlemanly bearing or something of the sort. Indeed, a dozen considerations other than the real merits of John Jones in the study of *Macbeth* may determine in the teacher's mind the difference in grade between 74 and 75. It is because of this margin of judgment on the part of the teacher that he needs to exercise great care in dealing with the pupils whose records lie near the passing mark.

We have known teachers obsessed by the error against which Mr. Rounds and Mr. Kingsbury give warning: namely, that excellence in teaching can be estimated by the relatively large number of low marks an instructor gives. Such teachers sometimes deliberately look over their class lists to find those of their doubtful pupils whom they can fail with the least inconvenience to themselves. Some teachers consult the records of pupils in other courses on the theory that if the pupil has failed in one course it will be all right to fail him or almost fail him in another. As a matter of fact, if a pupil is doing mediocre work in all his other courses he is the very one whom the teacher ought to study with great care, to see if it is not possible through his own classes to give the lad a stimulus to do better in all his other work.

There is, moreover, a real danger if a principal attempts to bring pressure on his teachers to let more pupils pass. If there are 25 per cent of failures in mathematics it is relatively easy to reduce that percentage to 15 per cent through vigorous advice given by the principal. But this easy method of making a better showing may in no way mean that mathematics is better taught or that backward pupils are being more effectively assisted. The danger is that it may mean merely that the individual teachers are easing up in their judgments, that they are becoming too lenient. The principal can guard against this danger by urging his teachers to give heartier personal assistance to that group of pupils who will always hover about the ragged edge.

A safe rule for any teacher to follow when dealing with mediocre pupils is to remember that in the high school, at least, it is far better to err toward leniency rather than toward severity; it is far better to keep a boy in school with a mark of 75 in Sophomore English than it is to drive him out of school with a mark of 74 in the same course.

DEPARTMENT OF SUPERINTENDENCE

The next meeting of the Department of Superintendence will be held at Richmond, Va., February 23-28, 1914. The headquarters'

hotel will be the "Jefferson." The evening meetings of a general character will be held in the City Auditorium, which has a seating capacity of 4,000. The general day meetings will be held in the High School Auditorium, seating 1,300 people.

The "Jefferson" is located about midway between the business center and the City Auditorium. The high school is located one block off Broad Street, the chief retail street. The Murray Hotel and the Hotel Richmond are only two blocks from the high school.

COMMITTEE FOR EDUCATIONAL CONGRESS AT EXPOSITION

Dr. Joseph Swain, president of Swarthmore College, and president of the National Education Association, today announced the names of ten men who will complete the committee which will have general charge of organizing a special educational congress at the Panama-Pacific Exposition in 1915. Besides all former presidents of the National Education Association, past and present United States commissioners of education, the executive committee of the association, *ex officio*, the ten other active members appointed by Dr. Swain are: Stratton D. Brooks, president of the University of Oklahoma; Martin G. Brumbaugh, superintendent of schools, Philadelphia; John W. Cravens, registrar, Indiana University; David C. Johnston, Winthrop Normal and Industrial School, Rock Hill, N.C.; Charles H. Keyes, president of Skidmore School of Arts, Saratoga Springs, N.Y.; A. C. Nelson, of Skidmore School of Arts, Saratoga Springs, N.Y.; A. C. Nelson, state superintendent of public instruction, Salt Lake City; J. P. Phillips, superintendent of schools, Birmingham, Ala.; Henry S. Pritchett, president of Carnegie Foundation, New York City; Frank Strong, chancellor of the University of Kansas; Benjamin Ide Wheeler, president of the University of California.

HIGH-SCHOOL CREDIT FOR MUSIC STUDY

A bulletin issued by J. W. Shideler, superintendent of the Junction City, Kansas, Public Schools, announces that high-school pupils taking music outside of school are given credit. One unit a year is granted on the basis of thirty-two credits for graduation. The requirements are as follows:

1. For instrumental music (piano), the following points will be emphasized: (a) bodily poise—position of hands, (b) correct rhythm, (c) tone coloring, (d) correct pedaling, (e) phrasing, (f) expression. (Violin) omit latter part of (a) and (d) and substitute correct handling of bow.

2. For voice culture: (*a*) vocal poise, (*b*) tone quality, (*c*) tone placement, (*d*) articulation, (*e*) pronunciation, (*f*) smoothness of vocalization, (*g*) phrasing, (*h*) expression, (*i*) interpretation.

3. Application for such credit must be made by parent and must be accompanied by written recommendation of private teacher.

4. No pupil will be accepted who takes fewer than one lesson a week and practices fewer than six hours a week.

5. The teacher must report to the superintendent the first of the following months: October, December, February, April, and May 15, the character and grade of the work, the progress made by the pupil since the preceding report, and the compositions studied with remarks concerning the scope and quality of the work done on each composition. The teacher will report a grade in per cent on the basis of 75 per cent for passing work. These reports are to be made in duplicate, one signed and one unsigned.

6. The parent will report to the superintendent the first of every month the number of hours of practice of the pupil.

7. The pupil will be required to pass an examination at the close of the year, under a board of examiners appointed by the superintendent. The examination will be planned on the basis of the unsigned reports of the teacher.

This experiment, safeguarded as it is by careful provisions against lax endeavor by the pupils, seems to be a sensible means of preventing the risk of overworking on the one hand and on the other of postponing musical training until too late. A serious and thorough study of either vocal or instrumental music is today recognized as a valuable part of education. The schools do well to encourage it in every legitimate way.

THE RAPID GROWTH OF NIGHT SCHOOLS

The public press gives evidence that the spread of night high schools and grammar schools has this year been unprecedented. The courses of such schools in general fall into three large groups: first, in cities of large foreign population, teaching English chiefly to adults; second, helping boys and girls who have left school before finishing their regular courses; and, third, offering practical instruction in commercial branches, household arts, and manual training. A fourth group of courses is designed to give students assistance in mastering a trade. The movement for the night school in any or all of its branches is but part of an increasingly intelligent endeavor to make school equipment serve communities as widely as possible. If a \$100,000 manufacturing plant can run at night with a second force of operatives, a costly educational

plant certainly ought not to be idle when there is crude material to be turned into finished product.

From a very large number of press notices the following are selected as indicative of the general trend of the development in night schools. Rochester, N.Y., reports 185 courses, half of which are new this year, given in thirteen evening schools. In Kansas City, Mo., an interesting innovation is made by a night course in practical gardening for beginners given in the Central High School. "Such subjects as soil chemistry are allowed to wait awhile," says the principal. "What we aim at is to enable any householder with a little tract of ground to raise the maximum amount of vegetables and thus reduce the cost of living. In the same rudimentary, practical way we will teach flower gardening." In Cincinnati the courses in the night high schools lead directly to diplomas recognized by the University of Cincinnati and by various colleges. These courses are given in addition to the regular classes in manual training, domestic science, and commercial branches. In Omaha three night high schools open their doors with various elementary schools assisting. Omaha grants diplomas for efficiency. Denver and Pittsburgh announce plans for wide enlargements. In the latter city the school authorities undertake to establish new centers wherever requests are made and an attendance of one hundred guaranteed. Des Moines, which established five years ago one of the earliest night schools in the West, this year is introducing co-operation with the Y.M.C.A. and business colleges of the city. In order to keep the night work distinct the various agencies, however, co-operate in an advertising campaign. Detroit enrolls 5,000 pupils and has 130 instructors working in twelve buildings. The regular high-school studies are given in four buildings, while grade schools are open for foreigners. In Detroit the various nationalities are being segregated. Groups of Germans, Hebrews, Italians, Greeks, Poles, Hungarians, whose members have similar problems in the learning of English are being taught together. In Chicago thirty-three buildings this year are open for night-school work. The classes meet four nights a week. Last year in the Chicago night schools 10,500 attended the commercial, industrial, and household courses, 11,200 foreigners studied English, a total of 27,900 students attending the Chicago evening schools. In this city a registration fee of one dollar charged at the beginning of the work is returned to those who attend three-fourths of the total number of sessions.